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ABSTRACT

This proposal deals with the implementation of a field oriented, performance based elementary teacher preparation program. The first section of the proposal defines intern roles, intern responsibilities, and performance goals. Section two lists expected competencies and presents the rationale for these competencies. Section three discusses the major characteristics of this teacher preparation program. The fourth section outlines procedures which (a) ensure that each intern participates in the design of his/her own program, and (b) enable the intern to achieve certification at his/her own rate. Section five discusses the selection and placement of interns, and includes entrance applications and exit evaluations. The sixth section provides feedback procedures for the interns and the program. Included are (a) evaluation forms; (b) selection criteria for field associates and field coordinators; and (c) an outline of the responsibilities of field associates, field coordinators, principals, clinic professors, and clinic directors. Also included in this section is a code of ethics for the teaching profession. Section seven presents examples of the kind of experiences that will be available to staff development personnel to assist them to develop necessary competencies and carry out the responsibilities of their roles. Program elements which ensure the quality of the intern's preparation are discussed in section eight. Section nine mentions the planning that is taking place for a new program of continuing career development. (MK)

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ED110410

TEACHER CERTIFICATION CONSORTIUM FOR THE PREPARATION OF ELEMENTARY TEACHERS

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Northline–University of Washington

Teacher Certification Consortium:

TEPFO Model – Elementary

SUGGESTED GOALS FOR WASHINGTON COMMON SCHOOLS

As presented by the Washington State Board of Education

I. The Process of Education Should:
   - A. Focus on the Learner
     1. by respecting his uniqueness and individuality.
     2. by providing learning experiences matched to his readiness and learning style.
     3. by increasing his self-direction and decision making in the selection of learning experiences.
   - B. Focus on Success
     1. by assuring learning environments in which each student can succeed.
     2. by helping him perform well and feel good about his performance.
   - C. Focus on Reality
     1. by building on the student's need to make sense of his environment.
     2. by extending learning experiences beyond the school building, school day, and school year.
     3. by recognizing that maximum educational opportunity requires the involvement and support of the entire community.

II. Each Student Should:
   - A. Have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others and to use judgment and imagination in perceiving and resolving problems.
   - B. Appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities.
   - C. Clarify his basic values and develop a commitment to act upon these values within the framework of his rights and responsibilities as a participant in the democratic process.
   - D. Participate in social, political, economic and family activities with the confidence that his actions make a difference.
   - E. Be prepared for his next career step.
   - F. Understand his interests and abilities, the elements of his physical and emotional well-being and be committed to life-long learning and personal growth.
   - G. Recognize that cultural ethnic and racial similarities and differences contribute positively to our nation's future and relate effectively with people of all generations and life styles.

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TEACHER CERTIFICATION
CONSORTIUM TEPFO MODEL

SHORELINE SCHOOL DISTRICT
NE 158th and 20th NE
Seattle, Washington 98155

NORTHSHORE SCHOOL DISTRICT
18315 Bothell Way NE
Bothell Washington 98011

PREFACE

This proposal for implementing a program of elementary teacher preparation is submitted by five cooperating agencies: Northshore School District 417, Northshore Education Association, Shoreline School District 412, Shoreline Education Association and the University of Washington.

The format of this proposal reflects its organization to fulfill the nine stipulations (a-i) of Section C-2 of "Standards" as presented in GUIDELINES AND STANDARDS FOR THE DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL adopted by the State Board of Education, July 9, 1971.

Elementary Program Consortium Development
(Submitted to the Consortium Development Advisory Committee
on January 17, 1974)

We wish to acknowledge the contributions to the formulation of this proposal by the following:

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A. PREPARATION OPPORTUNITIES AND ALTERNATIVES

The roles to be assumed by the person who is to be granted a provisional elementary teaching certificate endorsed by the Northline Teacher Certification Consortium are herein presented with performance goals.

ROLES

I. A Competent, Active Scholar

II. An Innovative Teacher

III. An Aware and Confident Self

IV. A Shaper of Education

Attainment of the following Performance Goals will enable the intern effectively to assume those roles.

PERFORMANCE GOALS

I. Participants will demonstrate knowledge of important physical, psychological, social and emotional characteristics of learners at various stages of growth and development.

II. Participants will demonstrate their knowledge of the important aspects (determinants) of learning and learning processes.

III. Participants will demonstrate:

a. knowledge of the concepts and structure basic to the subject specialization of their intern assignment.

b. skills in the instruction of learners as evidenced by developing objectives; diagnosing needs; prescribing experiences; selecting, planning, organizing and using teaching strategies; reinforcing and evaluation.

c. skill in processes of communication and in using instructional technology.

IV. Participants will demonstrate knowledge of the organization, procedures, personnel, facilities, and community relationships of selected public schools.

V. Participants will demonstrate the professional role of an educator by being involved in planning, implementing, evaluating, and disseminating educational programs within the educational system.

VI. Participants will develop and demonstrate a positive concept of self in relation to the environment in which they will be expected to work, i.e., their place in the ecosystem.

VII. Participants will demonstrate through their unique teaching style those characteristics and skills considered, through criticism of experience.

RESPONSIBILITIES

Each Intern will be responsibile for his own learning and continuous professional growth. Throughout the year the Intern must be cooperative in the classroom, always showing concern for the students. He should be dedicated enough to the teaching profession and emotionally mature enough to be receptive to criticism and willing to share ideas.

The Intern's first role will be that of a student-scholar with the responsibility of completing his university education to adequately prepare him as a teacher and as a lifelong learner. During the first three quarters the Intern's role will remain primarily that of student-scholar; that is, a student-scholar in the settings of both the Clinic and field, with priorities in these two areas designed to support the Intern's role as a student of the teaching-learning process. It should be recognized that the Intern will have had no previous education methods or theory courses. In the fourth quarter the Intern's role will shift to that of teacher with exclusive responsibilities in the cooperating school.

Throughout the four quarter program the Intern should increasingly assume the responsibilities of his role as a shaper of education by willingly participating in school-community and professional improvement activities.

I. A Competent, Active Scholar

In this role the Intern's responsibilities will be to:

a. attend and participate actively in both the Clinic sessions and the assigned school in the field.

b. question the Field Associate concerning his class, his methods, and the profession, attempting to learn all that is possible to learn from him.

c. apply techniques learned from Field Associate and Clinic Professors.

d. learn how to observe, making periodic observations in various rooms and grade levels of different types of teachers.

e. complete all clinic assignments.

f. realistically balance and pace the assigned work of the Clinic and field.

g. consistently evaluate his lesson plans and teaching.

h. implement and evaluate various teaching approaches in order to develop his own teaching style.

i. attend meetings with the Field Coordinator.

j. be observed by Clinic Professors, Field Associates, Field Coordinator, Principal, and other Interns, discussing these observations with the observer if possible.

k. systematically observe the Field Associate, focusing on specific things and using instruments provided to assist in observations.

l. observe the other grade levels in the assigned building.

m. observe teachers and other Interns in other school settings.

II. An Innovative Teacher

In this role the Intern's responsibilities will be to:

a. prepare and present lesson plans to the Field Associate.

b. instruct students in assigned class according to a graduated plan approved by the Field Associate.

c. participate in parent-teacher conferences at the discretion of the Field Associate.

d. participate in and eventually plan field trips.

e. accept the various responsibilities expected of a teacher such as recess duty, record keeping, faculty meetings, and so forth.

f. volunteer to teach special groups such as special interest classes.

g. teach for short periods at various grade levels to expand professional experience and to serve building needs.

h. learn how to evaluate adequately the work of his students.

III. An Aware and Confident Self

In this role the Intern's responsibilities will be to:

a. relate in a positive way to host school personnel, Professors, other Interns, parents, pupils and other people in general.

b. be receptive to and willing to solicit suggestions and criticisms, indicating an openness to learn and grow as a person.

c. recognize habits being formed, purposely developing those necessary for professional and personal growth.

d. maintain a balanced life, staying healthy physically, mentally and socially through specific times set aside for rest and relaxation.

e. dress according to norms of field assignment and professional standards.

IV. A Shaper of Education

In this role the Intern's responsibilities will be to:

a. attend faculty meetings when appropriate.

b. attend some P.T.A. meetings during the first three quarters and all P.T.A. meetings during the last quarter of full-time teaching.

c. participate in extra school activities such as carnivals, art shows, outdoor education trips, when appropriate.

d. join a professional organization which provides liability coverage.

e. willingly serve, when appropriate, on policy-making and professional service committees.

f. keep abreast of current educational happenings by regularly reading professional journals, new books and other pertinent materials.

B. RATIONALE AND COMPETENCIES

The rationale supporting the competencies required of persons who plan to perform the roles described is relatively simple and straightforward. It seems logical that a teacher should be expected to be somewhat knowledgeable about all the major disciplines with substantial breadth and depth in some of them. It is logical too that a teacher have knowledge of the nature of learners and learning and the methods of enabling learners to master a variety of skills, essential knowledge and the process of learning. Further, it seems logical to expect a teacher to have attitudes supporting the educational enterprise and the welfare of children. All of this is so logical that it has served historically as the basic rationale for teacher preparation nationally and internationally.

The program proposed herein accepts all of the rationale stated above but also reflects the belief that one of the most effective means of assuring that teachers be generally and pedagogically knowledgeable, skillful and attitudinally oriented is to require that they perform in such field situations, with such tasks, in such ways that their competencies can be readily observed as adequate or inadequate.

The rationale accepted for this program also includes delineation of the four major roles described earlier and seven generic skills of teaching revealed by research and experience to be important to teaching. The seven generic skills under which most of the competencies are classified in this program are:

I. Specifying goals
II. Assessing achievement of goals
III. Diagnosing
IV. Planning: Selecting content, strategies, materials
V. Executing plans
VI. Utilizing the unplanned
VII. Evaluating

Competencies are listed in the following Table I as Intern activities occurring within specified time blocks which are scheduled in a four quarter sequence. It should be noted that these competencies, by and large, appear in similar form in the instrument for evaluating teaching effectiveness used in this program.

TABLE I

INTERN PERFORMANCE COMPETENCIES—ACTIVITIES

NORTHLINE-UNIVERSITY OF WASHINGTON

Teacher Certification Consortium: TEPFO Model - Elementary

PERSONAL AND PROFESSIONAL DEVELOPMENT

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

Categories of Performance	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
Personal Growth	EXHIBITS PERSONAL ATTRIBUTES	(Continuation and refinement through succeeding quarters.)	
Performance Goals VI, VII	Demonstrates positive interpersonal relationships with learners.		
	Assumes responsibility for completion of assignments.		
		Displays initiative in assuming Clinic and teaching tasks.	
	Maintains objective attitude toward students, Clinic personnel and building staff.		
	Utilizes well-modulated, clearly-articulated speaking voice.		
	Develops acceptable handwriting and appropriate English in classroom communication.		

PERSONAL AND PROFESSIONAL DEVELOPMENT (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

Categories of Performance	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
Professional Qualifications	EXHIBITS PROFESSIONAL QUALIFICATIONS (Continuation and refinement through succeeding quarters.)		
Performance Goals III-a, V, VI, VII	Demonstrates genuine enthusiasm for teaching.		
	Relates professionally with faculty and staff.		
		Assumes teaching and extra class responsibilities.	
		Strives to improve teaching competence.	
	Becomes aware of legal rights and responsibilities of Interns and teachers.		
	Acquires knowledge of the role of professional organizations and the service they provide.		
		Demonstrates familiarity with selected professional materials.	

PERSONAL AND PROFESSIONAL DEVELOPMENT (Continued)
(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

Categories of Performance	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
Professional Qualifications (Continued)		Utilizes systematic self-evaluation to examine teaching skills, attitudes and professional development. Examines progress through scheduled evaluations with Field Associate, Field Coordinator, and Clinic personnel. Exhibits poise and confidence when teaching.	

INTERN ACTIVITIES

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
Categories of Teaching Performance	(Establish knowledge base and orientation to teaching.)	(Develop knowledge and skill in curricular areas. Participation and practice in classroom activities beginning with small group tutoring, then small group teaching, and finally, large group instruction.	(Refine skills and assume teaching responsibilities.)
OBSERVING Performance Goals: I, II, IV	EXAMINES COMPONENTS OF LEARNING ENVIRONMENT (Continuation and refinement through succeeding quarters.) Surveys community: physical, economic, social aspects. Surveys school districts' history, special services, policies. Surveys attendance area. Surveys school facility and personnel. Observes students at several grade levels, in variety of situations, at various developmental stages (assigned). Observations encouraged at elementary and secondary levels.		

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
OBSERVING (Continued)	Develops familiarity with data systems within the school.		
	Observes a number of teachers: strategies, classroom organization, management.	Observes and describes several alternative means of organizing classroom instruction in reading, science, language arts, social studies, mathematics, music and art.	
		Identifies objectives of instruction observed in all subject areas and checks his accuracy with Field Associates observed.	
	Observes with assigned specific techniques, materials and equipment with which training is provided, such as: Flanders Verbal Interaction and Galloway Nonverbal.		
	Examines curriculum organization and materials.	Indicates familiarity with school district's basic elementary program. (Scope and sequence of topics K through 6 text series or other materials for the subject areas dealt with in Clinic.)	
		Demonstrates knowledge of more than one set of materials for teaching each of the subject areas dealt with in Clinic.	

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
DIAGNOSING Performance Goals: I; II; IIIa, b, c; V; VII	DIAGNOSES LEARNER CHARACTERISTICS (Continuation and refinement through succeeding quarters.) Identifies abilities, handicaps, potentials, learning styles, and interests of learners.		
		Interprets formal and informal feedback from learner behavior. Constructs or develops tests or techniques for diagnosing children's learning difficulties and/or needs in all subject areas and uses them as appropriate. Interprets formal and informal feedback from learner behavior.	
	Considers present performance level of learners.	Recognizes individual and group learning difficulties.	
	Diagnoses objectively own strengths and weaknesses related to teaching.	Reviews teaching behavior with Field Associate, Coordinator and Clinic Professors. Diagnoses own strengths and weaknesses in knowledge, concepts of subject areas and communication skills.	

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
GOAL SETTING Performance Goals: I: II; IIIa, b, c; V: VII	DEVELOPS INSTRUCTIONAL OBJECTIVES (Continuation and refinement through succeeding quarters.)		
	Develops valid unit and lesson objectives for learners and subject.	Identifies objectives written in behavioral terms and formulates objectives in terms of anticipated pupil behaviors in various subject areas.	
		Writes objectives involving the higher mental processes related to all subject areas.	
	Prescribes specific measurable learner outcomes in lesson objectives.	Communicates objectives and their importance to learners.	
		Identifies major curriculum goals for each subject area.	
		Categorizes goals of subject areas by domains (cognitive and affective) and as they relate to subject area content, thought process or personal-social objectives.	
	Modifies expected outcomes for individual and group differences.	Identifies basic skills in each subject area.	

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
PLANNING Performance Goals: I; II; IIIa, b, c; V; VII	DEMONSTRATES ACADEMIC PREPARATION (Continuation and refinement through succeeding quarters.)		
		Demonstrates specific knowledge of subjects being taught.	
		Demonstrates knowledge of the terminology, specific facts, class and categories, structure and inter-relationships of the subject areas.	
		Demonstrates knowledge of the important materials and programs for each subject area.	
		Understands structure and sequence of subject development.	
		Demonstrates knowledge of concepts and generalizations in all subject areas.	
		Applies general knowledge related to subjects being taught.	
	ORGANIZES INSTRUCTION TO ACHIEVE OBJECTIVES (Continuation and refinement through succeeding quarters.)		
		Prescribes appropriate teaching strategies and learner activities.	

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
PLANNING (Continued)		Develops criteria for selection of strategies for given situations including type of objectives, children, subject content, etc.	
		Develop a repertoire of teaching strategies for a variety of teaching-learning purposes.	
		Plans lessons in all subject areas by formulating objectives, selecting strategies and materials, providing for evaluation of pupil attainment.	
		Designates introductory, concluding, and evaluating procedures.	
		Utilizes a variety of human, material, and environmental resources.	
		Examines and prepares a variety of teaching sides for all subject areas, stating objectives for use and provisions for evaluating their effectiveness.	
		Anticipates the need for alternative strategies and activities.	

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
EXECUTING PLANS Performance Goals: I; II; IIIa, b, c: IV; VIII	MANAGES LEARNING ENVIRONMENT (Continuation and refinement through succeeding quarters.)		
		Enforces effective regulation in managing learning activities.	
		Establishes workable approaches for controlling learner disruptions.	
		Maintains a physical environment which is conducive to learning.	
		Organizes efficient use of instructional materials and equipment	
	FACILITATES INSTRUCTIONAL OBJECTIVES (Continuation and refinement through succeeding quarters.)		
		Teaches appropriately planned single and/or sequences of lessons in various subject areas.	
		Establishes motivation specific to instruction.	
		Stimulates learner questions, responses, and discussion.	
		Summarizes to reinforce learning and achieve closure.	

INTERN ACTIVITIES (Continued)

(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
UTILIZING THE UNPLANNED Performance Goals: I; II; III a, c; VII	PROMOTES INSTRUCTIONAL INTERACTION (Continuation and refinement through succeeding quarters.)		
		Involves learners in active classroom participation.	
		Paces instruction flexibly in terms of feedback from learner behavior.	
		Modified strategies and activities to facilitate learner achievement.	
		Promotes positive peer group interaction.	
		Capitalizes on unexpected interaction and learning opportunities.	
EVALUATING Performance Goals: I; II; III a, b, c; V; VI; VII	EVALUATES ACHIEVEMENT OF OBJECTIVES (Continuation and refinement through succeeding quarters.)		
	Assesses learner achievement by formal and informal procedures.		
		Recognizes what facilitated or restricted achievement of objectives.	
	Evaluates learner achievement by formal and informal procedures.		
		Encourages learners to assess their own achievement.	

INTERN ACTIVITIES (Continued)
(The activity specified is initiated in the quarter indicated, and is maintained throughout the program.)

	FIRST QUARTER	SECOND & THIRD QUARTERS	FOURTH QUARTER
EVALUATING (Continued)	USES EVALUATION RESULTS (Continuation and refinement through succeeding quarters.)		
		Guides subsequent instruction in terms of learner achievement.	
		Encourages learners to apply new knowledge and skills.	
		Evaluates teaching effectiveness in terms of learner achievement and with a variety of techniques for assessing teaching behavior.	
		Evaluates self as a model in communication skills and interpersonal relationships.	
		Modifies teaching behaviors which restrict learner achievement.	

C. INTERN EXPERIENCES

GENERAL DESCRIPTION OF THE ELEMENTARY PROGRAM

The Northline Teacher Certification Program will be field oriented and performance based. It is designed to prepare teacher Interns in a way which transcends and blends traditional lines between on- and off-campus experiences. It will be distinguished by four important features, mutually dependent upon each other for preparing teachers for effectiveness in a modern educational system. These four features are (1) its clinical nature, (2) its emphasis upon performance based behavior, (3) its goal of a strong peer relationship among all who assume responsibility for the preparation of teacher Interns, and (4) its involvement of participants for a four quarter sequence. To eliminate any one of these features would diminish the effects of the others. Priorities among them would have to be based upon the biases and perceptions of each who attempted such a differentiation.

The clinical nature of the Northline program will be characterized by the fact that, through concurrent experiences in the field and in the University Clinic, Interns will have the opportunity to blend theory and practice in their preparation for teaching. The major purpose of this arrangement is to integrate as closely as possible the activities which occur in each setting. Topics studied with Clinic Professors will be extended through relevant activities in the public schools. Adjustments required by this arrangement will be accomplished only within the context of the on-going program of the school and only through mutual agreement among the Field Associates, administrative personnel in the schools, and the Clinic Professors.

A second important aspect of the Northline Program will be to develop a performance based curriculum for Interns in teacher preparation. Instead of continuing separate classes on the theoretical and practical aspects of teaching apart from the experiences of Interns in the schools, the program will be committed to judging both the effectiveness of Interns in the schools and behaviors related to Clinic instruction on the basis of prescribed levels of performance derived from the integration of Clinic-field activities. The development of performance based instruction is a long process. During the academic year materials will be acquired and developed which provide teacher Interns with opportunities for individualized instruction in acquiring relevant skills.

A third feature of the Northline Program will be its hope to strengthen peer relationships among participants. A peer relationship has existed for a long time among those in the public schools and colleges who have been involved in teacher preparation programs. The Northline Program will emphasize this peer relationship even more and will capitalize upon the mutual benefits to be derived from having Field Associates, coordinating personnel, and Clinic Professors meet together and share problems and methods for overcoming them. Legitimate criticism has been leveled in the past at professors in teacher preparation programs for not becoming involved directly in the problems of the classrooms for which they prepared Interns. Classroom teachers have been criticized also for not keeping abreast of the latest developments in teaching and have thus been less useful in guiding Interns than might have been possible. It is hoped

that this program will provide the setting to diminish such criticisms. It is critical that all who participate will do so in a spirit of cooperativeness, realizing that any good program which involves many kinds of people and many kinds of situations is the result of graceful acceptance of errors and willingness to move ahead.

The fourth major characteristic of the Northline Program will be the length of time available for the involvement of participants in the two-way experience which integrates Clinic-field activities into a closely knit unit. While this two-way relationship will be extremely important for the Intern in providing a grasp of instructional problems, gradual involvement over time is critical in maturing the Intern's experience. By providing a clinical situation over four quarters which encompasses both the field and the Clinic segment of teacher preparation, there will also be an opportunity for Clinic Professors and Field Associates to assess those elements in teacher preparation which are critical to meeting the needs of learners in the classrooms and of the teacher Interns themselves.

The University Clinic in the first quarter will be devoted to the educational psychology courses (growth and development and educational evaluation) and instruction in teaching strategies, classroom management, and curriculum design. These classes will be closely integrated with the field setting and incorporate extensive directed observations of children and teachers and orientation to the profession.

In the second and third quarters, emphasis will be on professional role development and the generic skills of teaching as applied in major areas of the curriculum: language arts, reading, mathematics, social studies, and science. Participation in classroom activities continues with tutoring experiences, then small group instruction, and eventually large group teaching. Seminars with the Field Coordinator and district specialists in art, music, physical education, etc. will supplement classroom and Clinic activities.

Interns will be in the field full-time in the fourth quarter and will be temporarily certified at this time, functioning under the supervision of their Field Associate and the Field Coordinator. During this time, the Intern will assume increased responsibility for full-time instruction and refine the skills and techniques he has developed.

Throughout the program, there will be emphasis on mutual planning, as well as extensive observation and conferencing with the Intern by field, Clinic, and coordinating personnel. Individualization to provide for differences among Interns will be provided in time-flexibility of field and Clinic activities and emphasis on performance based criteria.

EXAMPLES

A random selection of more specific requirements will, along with information presented in Tables II and III, reflect the nature of the experiences to be provided to assist each candidate develop or demonstrate the required levels of competencies.

Interns will diagnose learning difficulties for three children in mathematics and, in addition, select one child in need of remediation and one in need of enrichment and diagnose for areas of mastery.

In a case study situation, the Intern will analyze the personal and intellectual characteristics that relate to reading success and identify the dominant interests of one child.

The Intern will diagnose and evaluate self as a model in speech, handwriting, spelling, nonverbal communication and interpersonal relationships and will rectify with guidance, all basic inadequacies.

The Intern will conceive, plan and teach observed and critiques lessons in all subject matter areas.

The Intern will demonstrate with children (1) beginning a laboratory science lesson, (2) appropriate laboratory behavior, and (3) post-laboratory discussion.

The Intern will conduct a social studies simulation game with students and follow with a debriefing session.

Although Interns will spend about ten hours per week in elementary school classrooms during the first quarter of the program and fifteen hours per week during the second and third quarters and full time during the fourth and last quarter, some required performances may not be able to take place in the elementary school classroom. Provisions will be made for Interns to accomplish requirements by several means if circumstances prevent some demonstrations in the classrooms. Such provisions include videotaped micro-teaching with peers or selected children; working with simulated situations such as analyzing taped discussions, oral reading, speaking or copies of children's compositions, handwriting, spelling, etc.

Table II presents the locus of responsibility for providing for the Intern's attainment of the performance goals.

Table III presents the scope and sequence of the Intern's major experiences in the program.

TABLE II

LOCUS OF RESPONSIBILITY FOR PROVIDING FOR ATTAINMENT OF PERFORMANCE GOALS

	First Quarter		Second, Third, Fourth Quarters		
	In Clinic	In Field	In Clinic	In Classroom	Field Seminar with Coordinator
I. Participants will demonstrate knowledge of important physical, psychological, social, and emotional characteristics of learners at various stages of growth and development.	xxx	x	x	x	x
II. Participants will demonstrate their knowledge of the important aspects (determinants) of learning and learning processes.	xxx	x	xxx	xxx	x
III. Participants will demonstrate:					
(a) knowledge of the concepts and structure basic to the subject specialization of their Intern assignment			xxx	x	x
(b) skills in the instruction of learners as evidenced by developing objectives; diagnosing needs; prescribing experiences; selecting, planning, organizing and using teaching strategies; reinforcing and evaluation.			x	xxx	x
(c) skill in processes of communication and in using instructional technology.	xxx	x	x	xxx	x

xxx = primary responsibility
x = secondary responsibility

TABLE II (continued)

	First Quarter		Second, Third, Fourth Quarters		
	In Clinic	In Field	In Clinic	In Classroom	Field Seminar with Coordinator
IV. Participants will demonstrate knowledge of the organization, procedures, personnel, facilities, and community relationships of selected public schools.	xxx	xxx		x	x
V. Participants will demonstrate the professional role of an educator by being involved in planning, implementing, evaluating, and disseminating educational programs within the educational system.			x	xxx	xxx
VI. Participants will develop and demonstrate a positive concept of self in relation to the environment in which they will be expected to work, i.e., their place in the ecosystem.	xxx	x	x	xxx	xxx
VII. Participants will demonstrate through their unique teaching style those characteristics and skills considered, through criticism of experience and research, to be desirable for all teachers.	x	x	x	xxx	x

xxx = primary responsibility
x = secondary responsibility

TABLE III

SCOPE AND SEQUENCE OF INTERN'S MAJOR PREPARATION EXPERIENCES

Role			First Quarter				Second and Third Quarters — General Sequential Components						Fourth Quarter
			Observing	Goalsetting	Diagnosing	Prescribing Evaluation	Specifying Goals	Assessing Achievement of Goals	Diagnosis Planning: Selection of Content Strategies Material	Execution of Plans Utilizing the Unplanned Evaluation	Repeat with variations, alterations, modifications, elaborations, & deviations	
Personal Development	Self	Intra- + Inter-Personal Relations	X	X	X	X							
	Scholar	Learning	X	X	X	X							
		Evaluation	X		X	X							
		Education											
		Research	X			X							
		Selected Disciplines Elective(s)	-	-	-	-							
Working with Others	Innovative Teacher	Organization	X	X	X	X X	X	X		X	X		X
		Management	X	X	X	X X	X	X		X	X		X
		Media	X	X	X	X X	X	X	X X	X	X		X
		Control	X	X	X	X X	X	X	X X	X X	X		X
		Language Arts					X	X	X X X X	X X	X		X
		Reading					X	X	X X X X	X X	X		X
		Math					X	X	X X X X	X X	X		X
		Social Studies					X	X	X X X X	X X	X		X
		Science					X	X	X X X X	X X	X		X
	Shaper of Education	Curriculum	X	X	X		X	X X	X X X X	X X	X		X
		Facilities	X	X	X	X				X	X		X
		Community	X	X	X	X							
		Profession	X	X	X		X	X					X
Suggested Field Experience Phases (Scope & sequence of field experience may be modified in some cases)			1st 2 wks	wks 3-5	wks 6-8	wks 8-10	2 - 3 weeks		2 - 3 weeks	2 - 4 weeks	8 - 12 weeks		Full time responsibility for teaching
			Observation School Plant Community / Observation of Children only		Observation of Teachers	Evaluation Experiences	Observation	Participation	Tutoring: 1-3 pupils	Small Group Teaching	Large group & assorted teaching experiences (Team, open, etc.)		

D. INTERN SELF-DIRECTION

The procedures which ensure that each Intern participates in the design of his own program and which enable him to achieve certification at his own rate of demonstrable accomplishments are described below according to various aspects of the program.

SELECTION-ADMISSION

The first and perhaps as important as any choice the Intern will make is that of entering the Northline-University of Washington Consortium program. As a part of that choice and at later times the Intern will participate in the decision of his placement in terms of district, school, grade level and Field Associate.

FIRST QUARTER

During this quarter the Intern will be provided opportunities to observe a variety of teaching-learning situations and guidance in confirming or altering any earlier placement decision(s).

SECOND AND THIRD QUARTERS

During this block of time the work in the Clinic will, in general, be presented so that the Intern will have a number of options such as the manner of learning: individualized modules, learning packets with built in options, lectures, demonstrations, discussion, simulated experiences, independent learning opportunities, open Clinic sessions with individualized counselling, etc. Another type of option will be the open-ended time schedule for completion of requirements which will allow completion to be relatively early or late within the various time parameters of the program, according to Intern needs.

In general, during this block of time Interns will be encouraged to use their initiative and ingenuity in their classroom activities within reasonable parameters of locally acceptable educational practice.

FOURTH QUARTER

During this quarter the Intern will teach almost full time and will have considerable latitude within the limits of curriculum and educational practice designated by the district, school and Field Associate.

THROUGHOUT PROGRAM

Throughout the Intern's experience in the program he will be represented by or represent his fellow Interns as a member of all important, policy-making committees of the Consortium up to and including the Advisory Committee.

Because of difficulty in meeting schedules and the number of new and different pressures confronting the Interns, considerable guidance will be made available.

E. INTERN ENTRANCE AND EXIT EVALUATIONS

Some examples of the kinds and means of gathering and using evidence to determine acceptable entry levels of competence of the candidate are presented in Part I of the section.

I. SELECTION AND PLACEMENT OF INTERNS

A. SELECTION OF INTERNS: SPECIFIC CONSIDERATIONS

1. Preliminary Intern interview with Field Coordinator and/or designee of the University and District personnel will be conducted on campus preceding the first quarter.

2. All applicants for specific district placement will be re-interviewed in the field by representatives of that district prior to the second quarter.

   a. The Field Coordinator for each district will assume the responsibility for organizing the interviews, and should be a member of an interview team.

   b. Each candidate will be interviewed a minimum of two times within a district. It is recommended and expected that interviewers will consist of members of the three component groups as follows:
      Administrators, Field Coordinators and/or designee of the University, Field Associates, and Interns, all of whom will have been involved in the Consortium program.

3. Specific consideration will be given to those characteristics which will provide diversity among participants (socio-economic, cultural, race, color, creed and sex).

B. SELECTION OF INTERNS: GUIDING FACTORS IN THE ADMISSION OF INTERNS

1. Academic Excellence
   It is recognized that:

   a. Applicants will be in good standing academically in the University.

   b. The preferred applicant will have an overall GPA of 3.00 or above.

2. Knowledge
   It is recognized that:

   a. Applicants will have fulfilled distribution requirements of the College of Education, a breadth of knowledge in disciplines commonly included in the curriculum of the public school, or have demonstrated a competency in these subjects.

b. The preferred applicant will have a depth of knowledge in a major field of study and have a breadth of course work in the humanities, mathematics and science.

3. Experiences

The preferred applicant will have had some practical experiences either working with children as a participant-leader or as an observer of teaching. The range of activities may consist of tutoring, camp counselling, club advising, childcare, actual teaching experiences, or other related experiences.

4. Process

a. High School Counsellors will be advised of the NORTHLINE-CONSORTIUM program and invited to introduce high school seniors to the admission qualifications above.

b. Orientation meetings will be held on campus to review application procedures, program components and expectations of participants.

c. A brochure of information about NORTHLINE-CONSORTIUM will be prepared for advisors in the College of Arts and Sciences and the College of Education. They will be encouraged to introduce the internship as a "best" option for preparation in teaching.

d. A printed brochure highlighting essential aspects of the NORTHLINE-CONSORTIUM program will be made available to prospective Interns by advisors.

e. An application form and statement of influences on career choice will be submitted to the College of Education at least one month preceding the selection interview.

f. If applicant has had practical experiences with children, he/she will be responsible for having some letter(s) of reference or other documentation made available.

g. All applicants will be screened by interviews with participating NORTHLINE personnel.

h. The prospective Intern will enter the four-quarter sequence not earlier than attainment of junior credit standing.

C. PLACEMENT OF INTERNS: GUIDING FACTORS TO SATISFACTORILY MATCH INTERNS WITH FIELD ASSOCIATES

1. During the first quarter the Intern will observe numerous classrooms, among them being the classes of possible Field Associates.

2. Field Associates should be selected in advance of observations and should be prepared to accept an Intern.

3. Intern and Field Coordinators will discuss the classroom observations. The Field Coordinator will utilize Intern feedback information as he/she considers placement positions.

4. Field Associates will have the opportunity to talk with or interview Interns that might be placed with him/her.

5. Field Coordinators will confer with appropriate administrative personnel and Field Associates about placement of a particular Intern.

6. Final placement will be primarily the responsibility of Field Coordinators with the approval of the building Principal.

7. Placement should be made prior to second quarter. Even after placement it should be understood that reassignments can be made.

8. In all transactions it should be remembered that the Field Coordinator acts as a liaison and also as an ombudsman.

UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION
NORTHLINE CONSORTIUM

APPLICATION FOR _____ ACADEMIC YEAR

Mr.
Mrs.
Miss _____
Last Name (Maiden Name) First Middle Local Phone

Address (Local) _____ (Home) _____
Street Street

_____ _____
City State City State

College Attending _____ Current Cumulative GPA _____

Credits earned by end of present quarter, 197 _____

Academic Major _____ Credits earned by end of present quarter ____

Academic Minor _____ Credits earned by end of present quarter ____

Academic Minor _____ Credits earned by end of present quarter ____

Interests:

Cultural _____ Activities _____

Hobbies _____ Travel _____

High School Attended _____ Address _____

The below to be completed upon the completion of September Experience or winter quarter observations during the junior year.

Field Assignment Desired

Indicate one choice only:

Northshore School District ____ Shoreline School District ____

Reason for that choice (i.e. transportation, etc.) _____

_____

Level Assignment Desired

Indicate first and second choice by 1 and 2:

Kindergarten ____ Junior High ____

Primary (Grades 1, 2 and 3) ____ Senior High ____

Intermediate (Grades 4, 5 and 6) ____

Car Available (Circle one): YES NO

UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION
NORTHLINE CONSORTIUM

NAME_____ DATE_____

Please provide a statement that identifies those experiences or events that have influenced you to become a teacher.

INTERVIEW FORM
NORTHLINE CONSORTIUM

NAME OF APPLICANT _____

INTERVIEWED BY _____

	1	2	3	4	Not Observable
1. Personal Appearance					
2. Poise					
3. Alertness, Clarity of thinking					
4. Speech - correctness					
5. Speech - choice of words					
6. Genuine interest in people					
7. Interest in teaching					
8. Breadth of interests, hobbies, etc.					

COMMENTS:

ACCEPT _____ NEEDS ANOTHER INTERVIEW _____ NO _____

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INTERVIEW FORM
UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION
NORTHLINE CONSORTIUM

Name of Applicant _____

Interviewed by _____ Date _____

A. PERSONAL QUALITIES

		High to Low			
I.	Personality factors				
	a. Personal appearance - grooming	1	2	3	4
	b. Personal appearance - attractiveness	1	2	3	4
	c. Poise and manners	1	2	3	4
	d. Alertness	1	2	3	4
	e. Voice	1	2	3	4
	f. Speech - correctness	1	2	3	4
	g. Speech - choice of words	1	2	3	4
II.	Emotional stability ___ Over aggressive ___ Shy (Check if applicable)				
III.	Effectiveness of thinking				
	a. Self-evaluation	1	2	3	4
	b. Ability to see the point or rise to occasion	1	2	3	4
	c. Absence of confusion	1	2	3	4
IV.	Interest and attitudes				
	a. Interest in children	1	2	3	4
	b. Interest in teaching	1	2	3	4
	c. Professional attitude	1	2	3	4
	d. Breadth of interests	1	2	3	4
	e. Attitude toward criticism	1	2	3	4
	GENERAL ESTIMATE - PERSONAL QUALITIES	1	2	3	4

B. BACKGROUND

I.	Experience - Non-academic (Work experience - social experience	1	2	3	4
II.	Experience - Academic	1	2	3	4
III.	Experience - Cultural	1	2	3	4
	GENERAL ESTIMATE - BACKGROUND	1	2	3	4

This applicant for admission to NORTHLINE CONSORTIUM should:

_____ be admitted unconditionally provided stipulated requirements are met.
_____ be admitted conditionally. (State conditions below.)
_____ not be admitted

COMMENTS:

II. INTERN EXIT EVALUATION

The Intern will progress through the program by performing at or above the criterion levels the sequence of requirements described earlier.

Formal evaluations of Interns will be made at the end of each quarter. At the end of the last quarter the Intern who has performed at required criterion levels all previous program and graduation requirements will be evaluated by the appropriate Field Associate and Field Coordinator for exiting the program. The criterion level of performance as measured on the exiting evaluation will be "GOOD" or better as a requirement for certification. A copy of the evaluation instrument follows.

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

EVALUATION OF FIELD EXPERIENCE TEACHING PRACTICUM

Mr.
Mrs.
Miss
Student _____
Last Name First Middle Maiden

Assignment _____ 1st 2nd 3rd
Dates Hours per quarter

_____
Subject(s)/Grade level School/District

_____
Student (Signature)

PERTINENT INFORMATION ABOUT FIELD ASSIGNMENT:

SPECIFIC RECOMMENDATIONS FOR FIRST-YEAR ASSIGNMENT:

Academic major(s) Level(s)

Academic minor(s) Level(s)

Other areas of competence:

_____
Field Associate Teacher (Signature)

_____
University Field Coordinator (Signature)

_____
Norma M. Dimmitt, Director of Field Experiences

PERFORMANCE CRITERIA RATING SCALE:

Four areas of teaching performance are included; professional and personal instructional preparation, instructional implementation, instructional evaluation. Behaviors considered essential to effective teaching are specified for categories within each area. Space is provided (*) for reporting behaviors unique to this student, setting, subject. The performance profile to the right is based on the following five-point scale:

(O) Outstanding: Far exceeds expectations for a beginning teacher.
(E) Excellent: Exceeds expectations for a beginning teacher.
(G) Good: Meets expectations for a beginning teacher.
(W) Weak: Barely meets expectations for a beginning teacher.
(U) Unsatisfactory: Does not meet expectations for a beginning teacher.

Performance criteria for each category are assessed to the left, using these scale definitions:

(+) Noticeable strength
(✓) Marked improvement
(s) Satisfactory
(-) Priority for improvement
(u) Unsatisfactory
(x) Not observable in this situation

OVER-ALL EVALUATION OF TEACHING COMPETENCE:

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A RATING SCALE:

ing performance are included; professional and personal, ration, instructional implementation, instructional rs considered essential to effective teaching are ories within each area. Space is provided (*) for unique to this student, setting, subject. The perform- right is based on the following five-point scale:
Far exceeds expectations for a beginning teacher.
xceeds expectations for a beginning teacher.
xpectations for a beginning teacher.
meets expectations for a beginning teacher.
: Does not meet expectations for a beginning teacher.

for each category are assessed to the left, using ions:

rength
ment

(-) Priority for improvement
(u) Unsatisfactory
(x) Not observable in this situation

OF TEACHING COMPETENCE:

PERFORMANCE CRITERIA	PERFORMANCE PROFILE U W G E O
PROFESSIONAL AND PERSONAL	
Exhibits Professional Qualifications	
__demonstrates genuine enthusiasm for teaching	
__relates positively with faculty and staff	
__assumes teaching and extra-class tasks responsibly	
__strives to improve teaching competence	
*	
Demonstrates Academic Preparation	
__demonstrates specific knowledge of subject(s) being taught	
__understands structure and sequence of subject development	
__applies general knowledge related to subject(s) being taught	
__uses English correctly in classroom communication	
*	
Exhibits Personal Attributes	
__demonstrates positive interpersonal relationships with learners	
__displays initiative in assuming teaching tasks	
__utilizes well-modulated, clearly-articulated speaking voice	
__exhibits confidence when teaching	
*	
INSTRUCTIONAL PREPARATION	
Diagnoses Learner Characteristics	
__recognizes abilities, handicaps, and interests of learners	
__interprets formal and informal feedback from learner behavior	
__considers present performance level of learners	
__recognizes individual and group learning difficulties	
*	
Develops Instructional Objectives	
__develops valid unit and lesson objectives for learners and subject	
__prescribes specific, measurable learner outcomes in lesson objectives	
__modifies expected outcomes for individual and group differences	
__communicates objectives and their importance to learners	
*	
Organizes Instruction to Achieve Objectives	
__prescribes appropriate teaching strategies and learner activities	
__designates introductory, concluding, and evaluating procedures	
__utilizes a variety of human, material, and environmental resources	
__anticipates the need for alternative strategies and activities	
*	
INSTRUCTIONAL IMPLEMENTATION	
Manages Learning Environment	
__enforces effective regulations in managing learning activities	
__establishes workable approach(es) for controlling learner disruptions	
__maintains a physical atmosphere which is conducive to learning	
__organizes efficient use of instructional materials and equipment	
*	
Facilitates Instructional Objectives	
__establishes motivation specific for learners and subject	
__paces instruction flexibly, in terms of feedback from learner behavior	
__modifies strategies and activities to facilitate learner achievement	
__summarizes to reinforce learning and achieve closure	
*	
Promotes Instructional Interaction	
__involves learners in active classroom participation	
__stimulates learner questions, responses, and discussions	
__promotes positive peer group interaction	
__capitalizes on unexpected interaction and learning opportunities	
*	
INSTRUCTIONAL EVALUATION	
Evaluates Achievement of Objectives	
__assesses learner achievement of objectives	
__recognizes what facilitated or restricted learner achievement	
__evaluates learner achievement by formal and informal procedures	
__encourages learners to assess their own achievement	
*	
Uses Evaluation Results	
__guides subsequent instruction in terms of learner achievement	
__encourages learners to apply new knowledge and skills	
__evaluates teaching effectiveness in terms of learner achievement	
__modifies teaching behaviors which restrict learner achievement	
*	

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F. FEEDBACK PROCEDURES FOR INTERNS AND PROGRAM

I. Procedures which will be used to provide positive, growth-producing feedback to the candidate constitute a system of periodic observations of Intern performance by Clinic Professors, Field Coordinators and Field Associates and subsequent, related conferences with the Intern observed. The Field Coordinator will make one formal evaluation of the Intern during his first quarter in the program. In general, each Clinic Professor and/or his assistant will observe each Intern twice. Field Coordinators will observe each assigned Intern ten or twelve times. The Field Associate will make numerous observation-evaluations but along with the Field Coordinator will make an informal and mid-quarter and a formal end-of-quarter evaluation for three different quarters all of which are discussed in conferences with Interns.

Other types of positive feedback include video-taped microteaching, analyses of pupil-teacher interaction from audio tapes of the Intern's teaching and evaluations of Intern prepared teaching-learning aids and materials.

A copy of the observation form follows.

II. Procedures which will be used to provide additional positive, growth-producing feedback to the program constitute a continuous evaluation program.

Evaluation of personnel and program in all of its aspects will be vital to the stated purpose of the consortium. The purpose of such a program is to involve the school districts, education associations and the University of Washington in developing the best teachers possible for the education of children and youth. Evaluation will be an ongoing process in this consortium as it will be included in the job descriptions of all those involved in the program. Such personnel include Interns, Clinic Professors, Field Associates, Field Coordinators, and Administrators.

Evaluation in this teacher preparation model will be related to three basic phases which are listed below with the major components of each.

A. Entry level of the Intern, the procedures of which are described in Section E-I.

B. Intern training period

1. Selection of Field Associates
   For criteria of selection see Attachments I-A and I-B.

2. Clinical Professors
   For roles and responsibilities see Attachment II.

3. Intern evaluation in Clinic
   For evaluation form see Attachment III.

4. Clinic Director
   For roles and responsibilities see Attachment IV.

5. Field Coordinators
   For criteria of selection and job description see attachment V.

6. Administrators

7. Intern evaluation in field
   For description and evaluation instrument see Section E-II of this proposal.

C. Post training follow-up period after signing a teaching contract.

The need for a follow-up study of the Consortium will be necessary to answer the question: "Does the field oriented teacher-training program provide better trained teachers in actual practice, once they are on the job?" An evaluation can best be conducted by a follow-up of the interns after they have been out in the field (on the job) for a period of time.

HYPOTHESES

1. Students trained in a field oriented (Consortium) program will perform significantly better than those trained in a (1) quarter practicum program after one year of teaching.

2. Students trained in a field oriented (Consortium) program will perform significantly better than those trained in a (1) quarter practicum program after two years of teaching.

3. Students trained in a field oriented (Consortium) program will perform significantly better than those trained in a (1) quarter practicum program after three years of teaching.

4. After four years of teaching there will be no signficant difference between the two groups.

POPULATION

Select thirty-five (35) Interns (field oriented) who sign contracts and are teaching in the fall of 1974.

Completed by the University of Washington in fall of 1974.

Select thirty-five (35) quarter (Regular program teachers)

(Randomly selected by State Superintendent of Public Instruction Office to be completed in the fall of 1974.)

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

FORM FOR THE OBSERVATION OF
FIELD EXPERIENCE TEACHING PRACTICUM

STUDENT _____ Assignment _____
Subject/Grade School

Observation _____ Conference _____
Date Class Period/Time Observer Date

Observed events and factors which facilitated or restricted effectiveness of the lesson.	Ratings of performance criteria demonstrated: (+) Noticeable strength, (✓)marked improvement, (s) satisfactory, (-)priority for improvement, (u) unsatisfactory
	Professional and Personal Criteria
	Enthusiasm for teaching
	Specific knowledge of subject area(s)
	Knowledge of subject structure & sequence
	General knowledge applied to subject area(s)
	English usage in classroom communication
	Interpersonal relationships with learners
	Confidence when teaching
	Voice modulation and articulation
	Instructional Preparation Criteria
	Learner characteristics diagnosed
	Present performance of learners considered
	Validity of unit and lesson objectives
	Measurable learner outcomes specified
	Learner understanding of objectives
	Modified objectives for individual needs
	Teaching strategies and learner activities
	Human, material, environmental resources
	Introductory, concluding, evaluation procedures
	Need for alternative procedures
	Instruction Implementation Criteria
	Regulations for managing learning activities
	Approach(es) for controlling learner disruption
	Concern for physical learning environment
	Use of instructional materials & equipment
	Motivation for learning
	Pacing of instruction
	Modified procedures to facilitate learning
	Summarization for reinforcement & closure
	Learner questions, responses, expressions
	Active learner participation
	Use of unexpected learning opportunities
	Peer group interaction
	Instructional Evaluation Criteria
	Formal and informal evaluation procedures
	Learner evaluation of own achievement
	Self evaluation of teaching effectiveness
	Learner application of new knowledge & skills

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Circle general rating of teaching demonstrated in this lesson: U W G E O

DESIGN OF STUDY AND INSTRUMENT

The following criteria and rating will be used by supervising personnel in May of each year beginning in 1974 for each of the personnel selected and under contract by a school district, in the state of Washington. (Survey to be sent out by the State Superintendent's office.) (Attaching VII.)

The evaluation instrument will be completed on each beginning teacher in the selected population.

This will be completed for three consecutive years.

A randomized group, analysis of variance design (F-Test) will be used in comparing the experimental and control groups in relation to eleven selected performance criteria.

$$F = \frac{\text{mean square for treatment}}{\text{mean square for error}}$$

The .05 level will be used to accept or reject the hypothesis. Upon completion of the study the hypotheses will be either accepted or rejected.

ATTACHMENT I-A

CRITERIA AND GUIDELINES FOR THE SELECTION OF FIELD ASSOCIATES

Goal: To select the best qualified field associates to work with prospective teachers.

I. CRITERIA

The Field Associate is a teacher's teacher, a model in planning and implementing procedures, a critic and promoter of change, a counselor, a listener, a morale builder. He or she must be concerned with the Intern's education to the extent of being willing to share his time, ideas, and class. He must be confident in himself and be open to the changes that new ideas bring. He should be flexible and innovative in his planning. However, paramount to him must be his concern with maintaining and promoting quality education for the students of his classroom. Added to this should be a continuing interest and commitment to teacher education. Therefore, the selection of Field Associates will give consideration to the following characteristics:

A. Personal Qualities

1. Evidence of leadership
2. Teaching performance
3. Ability to communicate and interact positively with others
4. Tolerates and respects different persons, opinions, and procedures
5. Relates to learners in a warm, understanding, friendly manner
6. Responsible, organized, systematic
7. Stimulating and imaginative
8. Objective and generous in appraisal and motives of others

B. Professional Qualities--The Field Associate should be able to:

1. Explain the lessons in terms of instructional objectives
2. Ask questions in terms of those objectives
3. State lesson objectives in terms of student behavior
4. Evaluate Intern performance in attaining objectives and adjust plans accordingly
5. Demonstrate various teaching strategies
6. Implement positive procedures for classroom control
7. Analyze and describe strengths and weaknesses of materials used in the classroom, and demonstrate ways to deal with these
8. Provide objective evidence of pupil progress
9. Evaluate own organization and teaching effectiveness

II. GUIDELINES

A. Initiation of Process:

1. Prospective Field Associate indicates interest to immediate supervisor

<u>or</u>

2. Immediate supervisor identifies and communicates with prospective Field Associate

3. The prospective Field Associate, in the latter case, shall have the option of accepting or deferring such recommended position, without prejudice, for later recommendation.

B. Recommendations Necessary for Acceptance of Prospective Field Associates:

1. The prospective Field Associate must have the recommendation of the building Principal and the district.

2. The prospective Field Associate must have the recommendation of the Field Coordinator and the University when seeking continuous status as a Field Associate.

3. The prospective Field Associate must have the recommendation of the Representative Professional Agency on the basis of the maintenance of the Professional Code of Ethics. (See Attachment VII.)

C. Preparatory Requirements:

1. The Field Associate shall participate in a professional course in working with student teachers or Interns for which he or she receives district or University credit. Such coursework shall be prior to or during the first quarter of involvement in the program.

2. The new Field Associate shall participate in an exploratory conference with other Field Associates, the building Principal, the Field Coordinator, and an Intern from the previous year, if available. Such a conference will explore the duties, obligations, and responsibilities of the Field Associate, the Intern, the Field Coordinator, and the Principal related to the teacher training program within the building and district.

ATTACHMENT I-B

FIELD ASSOCIATE ROLES AND RESPONSIBILITIES

The Field Associate is a teacher's teacher, a model in planning and implementing procedures, a critic and promoter of change, a counselor, a listener, a morale builder. He must be concerned with the Intern's education to the extent of being willing to share his time, ideas, and class. He must be confident in himself and open to the change new ideas bring. He should be flexible and innovative in his planning. However, paramount to him must be his concern with maintaining and promoting quality education for the students in his classroom.

I. As a Supervising Teacher, the Field Associate will:

- A. Acquaint Intern with school personnel.
- B. Provide Intern with school schedules.
- C. Inform Intern of school policy on discipline, rules, grades, etc.
- D. Acquaint Intern with physical plant, and assist in learning how to operate A.V. equipment in the building.

II. As a Teacher-model, the Field Associate will:

- A. Teach specific lessons for the Intern's observation. Discuss with him.
- B. Demonstrate specific methods and strategies in teaching. Discuss with him.
- C. Share and demonstrate classroom management techniques.
- D. Explain how to plan. Share the process of unit, as well as individual lesson planning with the Intern.
- E. Make available the various teacher guide books and explain how he uses them.
- F. Share various teaching aids.
- G. Help Intern understand the importance of a neat environment, bulletin board use, etc.
- H. Assist Intern in starting a file of materials and aids by demonstrating how he does this.
- I. Demonstrate flexibility in adjusting time for the Intern in all of the above.
- J. Share philosophy about teaching with the Intern. Help the Intern to "catch" a genuine concern for the students in the class and to see them as individual, real people for whom he has accepted a responsibility.

III. As a Teacher-advisor the Field Associate will:

- A. Plan with Intern to fit assignments from the Clinic into the classroom schedule.
- B. Provide Intern with appropriate amount of planning time.
- C. Preview and critique lesson plans the Intern submits.
- D. Analyze Intern's needs and give him the help he needs.
- E. Give constructive criticism when the Intern teaches.

IV. As an Observer the Field Associate will:

A. Initially demonstrate for the Intern, then provide Intern with opportunities to demonstrate specific strategies and methods. Discuss with him.
B. During the third quarter set up a minimum number of times agreed between you and Intern in which you will observe and critique the Intern.

V. As an Evaluator the Field Associate will:

A. Help Intern learn to be self-evaluative--insist on self-evaluation on each lesson plan, at first.
B. Throughout the three quarters evaluate and discuss the Intern's teaching, using the instruments provided, in order to guide the Intern in improving his performance.
C. During first and second quarter Field Associate and Intern should set up a procedure for continuous written evaluation. During the last quarter there should be at least a minimum of three times per week scheduled for written evaluation followed by discussion time with the Intern.
D. Thoughtfully compile the three quarter evaluations due the University and discuss with the Field Coordinator and Intern. Keep this form in mind throughout the year as a guide to all evaluations.

VI. As a Professional the Field Associate will:

A. Attend all meetings planned for Field Associates.
B. Emphasize professional responsibilities with Intern and be professional in your staff relationships.
C. Establish with parents and the children the professional role of the Intern as a second teacher in the class.

ATTACHMENT II

CLINIC PROFESSORS' ROLES AND RESPONSIBILITIES

The Clinic provides the theoretical base of the

generic skills of teaching

subject content

instructional methodology specific to subject areas

The Clinic Professors prepare and present materials in their subject area, provide assignments to be done in the field and observe Intern performance in the field.

In order to fulfill a role appropriate to the program, the Professors will assume:

I. Responsibilities as a Teacher

A. Responsibilities with Interns

1. Plan an overall sequence as a team with the other Professors to present the skills, materials, ideas and techniques of the subject area. It is important to have mutual planning to avoid redundancy yet provide an adequate theoretical base.

2. Provide a master calendar of classes, activities to be made available to Interns, Field Coordinators, and Field A Associates at the beginning of the quarter.

3. Make learning packets available on a self-study program plan. Provide outlines of specific assignment requirements in summary form.

4. Provide Interns with an option of making special arrangements with Professors to meet individual differences both in academic expertise of subject matter and differing classroom field needs.

B. Responsibilities with Field Associates

1. Communicate through Field Coordinators so that materials presented in the Clinic can be adequately tried out in the classroom, thus helping the Field Associate be a true team member with the Clinic Professors to bring together the experiences of both Clinic and classroom to accomplish the goal of the program--theory and practice concurrently experienced.

II. Responsibility as an Observer

Visit the Interns in the field or arrange for an authorized personal representative to visit and critique individual lessons.

III. Responsibility as an Evaluator

Evaluate the Intern's Clinic performance.

IV. Responsibility to Support of the Program

A. Attend regular meetings of the Clinic Director, Clinic Professors and Field Coordinators.

B. Participate in introductory meeting with Field Associate at beginning of each quarter.

ATTACHMENT II-A

PRINCIPAL'S ROLE AND RESPONSIBILITIES

The Principal should be committed to and have a clear understanding of the over-all Consortium Program. The Principal will (a) be a referral source for Field Associates; (b) help plan Intern's activities with the cooperation of Field Associates and Field Coordinators as they relate to policies in buildings and the district; (c) share with the Field Associates and Field Coordinators the responsibility for the Intern; and (d) help in the selection of Field Associates in his building in accord with established selection policies.

In his commitment to the Consortium Program the Principal will:

I. Work closely with the Field Coordinator.

II. Hold necessary meetings with Consortium personnel in his building.
   A. Initial orientation meetings with assigned Interns to acquaint them with the building and its policies. Provide a handbook for the Interns.
   B. Meet when necessary with Field Associates, Field Coordinators, and Interns to assure smooth progress of the program in his building.
   C. Consider any regular meetings of the program open to him.
   D. Attend the occasional meetings for Principals in the Consortium with the Field Coordinators and District Administrators.

III. Help in the selection and assignment of personnel.
   A. Interview prospective candidates when called upon by Field Coordinator.
   B. Assist in selection of Field Associates according to established selection criteria.
   C. Work with Field Coordinator in assignment of Intern to Field Associate.

IV. Assist in implementation of the Consortium Program within his building.
   A. Orient Interns to building and district policies.
   B. Serve as a sounding board for Field Associates and Interns in his school.
   C. In conference with Field Associates and Field Coordinators help plan Intern's activities, observe Interns, and provide constructive criticism.
   D. Confer with Field Coordinators concerning the use of Interns and alert the Field Coordinator to developing problems.

V. Assist in evaluation.
   A. Help in determining who is to receive temporary certification.
   B. Help in conferences if a problem develops and the Intern may have to terminate experiences in his building.
   C. Evaluate the program in his building and the district.
   D. Assist in evaluation of the Field Coordinators.

ATTACHMENT III

FORM FOR EVALUATION OF INTERN PERFORMANCE IN CLINIC

Intern's Name: _____ Subject Area: _____
last first middle

Quarter(s) _____

- = POOR ✓ = ADEQUATE + = GOOD ++ = OUTSTANDING

		RATING	COMMENTS
I.	MECHANICAL SKILLS:		
	Handwriting	_____	
	Written language	_____	
	Oral language	_____	
II.	PERSONALITY FACTORS:		
	Interaction with peers	_____	
	Interaction with Clinic instructors	_____	
	Working relationship with Field Associate	_____	
	Independence in completing assignments	_____	
III.	ACADEMIC SKILL IN SPECIFIC SUBJECT AREA:		
	Level of check-out on skill knowledge modules	_____	
	Ability to plan intelligently for teaching skills in specific subject	_____	
	Quality of contributions in Clinic sessions.	_____	
IV.	GENERAL EVALUATORY COMMENTS:		

GENERAL EVALUATION OF PERFORMANCE IN CLINIC:

POOR ☐ ADEQUATE ☐ GOOD ☐ OUTSTANDING ☐

ATTACHMENT IV

CLINIC DIRECTOR RESPONSIBILITIES

The Clinic Director is responsible for the coordination of the Clinic. In order to facilitate the smooth operation of this complex program the Clinic Director will assume:

I. Coordination Responsibilities

A. Coordinate Clinic Professors to work as a team in presenting the generic skills of teaching as adapted to their subject areas.

B. Assist Clinic Professors in coordination of materials to provide in-depth study in their area and yet avoid unnecessary redundancy in the total presentation of all the subject areas.

II. Organizational Responsibilities

A. Schedule and organize regular meetings of Professors and Field Coordinators to facilitate communication and mutual planning between Clinic and Field as essential to a smooth, effective program.

B. Organize and coordinate a basic Orientation/Preparation Seminar with college credit for Field Associates entering the program for the first time.

III. Orientation Responsibilities

A. Orient any new Professors to the program.

B Orient Teaching Assistants to the Northline Consortium program and explain their roles.

C. Plan introductory meeting of Professors and Field Associates at the beginning of each quarter.

IV. Evaluation Responsibilities

Keep informed about the progress of the program, the quality of its operation by coordinating continuous evaluation of the program and by channeling recommendation to appropriate personnel.

V. Other Responsibilities Supporting the Program

A. Be available for consultation and assistance in resolving Clinic related problems.

B. Serve as a regular member of the Advisory Committee.

C. Serve when requested as a representative of the Clinic part of the program to describe and explain it.

D. Prepare an annual report of important Clinic and Clinic related activities and recommendations for improvement of the program.

ATTACHMENT V

FIELD COORDINATOR SELECTION CRITERIA

I. In addition to specific professional requirements the Field Coordinator should have a deep interest in and commitment to Teacher Education as well as possess certain personal qualities, for example:

   A. Like people and enjoy working with them;

   B. Have sensitivity to the feelings of others, be alert to potential problems, yet be able to be objective and confident in making decisions to help solve them;

   C. Have a positive approach to problems and life in general;

   D. Empathize with college-age students

   E. Be enthusiastic about the teaching profession and maintain high standards with a sense of responsibility for one's role and its influence.

II. In view of the above competencies necessary to fulfill the position of Field Coordinator the following requirements are suggested:

   A. It is advisable to have a Masters Degree;

   B. Teacher Education experience; a sincere interest in teacher education and willingness to keep informed of current developments; prior successful experience supervising students in teacher education.

   C. As wide an experience as possible of successful teaching: possibly various grade levels, i.e., K-12

   D. Recommendations should indicate evidence of:

      1. Organizational and administrative ability
      2. High professional standards
      3. Leadership qualities
      4. Personality that is confident, secure, positive and able to relate to others
      5. Ability to empathize with college-age students

FIELD COORDINATOR ROLES AND RESPONSIBILITIES

The Field Coordinator will have the responsibility of on-going administration of the program within his respective District. This necessitates the Field Coordinator assuming the role of ombudsman, i.e. the Field Coordinator will relate positively to the various groups within the program, working to facilitate communication and understanding between them that will result in smooth progress and accomplishments of the goals of the Interns, University, and the Districts. The Field Coordinator will represent fairly the interests of each of the three agencies/ groups involved.

The Field Coordinator has a particular responsibility to the Intern to help provide for them the most ideal experience possible that will result in a growing, enthusiastic, confident professional teacher.

I. The Field Coordinator will select and place Interns in accordance with the guidelines established for the Selection and Placement of Interns.

II. In order to meet the responsibilities of the total program the Field Coordinator will:

A. Meet regularly with and act as a liaison-communicator between the Intern, Field Associates, Principals, District Administration, Professional Association, and the University of Washington Clinic Director and Professors.

1. Assist in resolving problems;
2. Help in coordinating Clinic and classroom experiences;
3. Share information from the Clinic Professors with the personnel in the field

B. In order to meet the responsibilities to the Intern the Field Coordinator will:

1. During the first quarter of the four-quarter program the Field Coordinator will provide experiences at various grade levels within a school and/or district in order to acquaint the Intern with the teaching profession and children of various ages and grade levels;
2. Assist in the planning of the orientation quarter, i.e., coordinate this quarter within the district;
3. Match the Intern with a Field Associate and orient the Intern to the District Policies and Procedures;
4. Plan and implement seminars - special meetings for the Interns in the field;
5. Assist the Interns in establishing a reasonable time-line and a balance between field and Clinic in order to complete all necessary assignments;
6. Provide counsel or appropriate referral sources for the Interns;
7. Consult with the Intern, Field Associate, and Principal regarding the Intern's progress and make accommodations or changes when necessary;

8. Assist in observations of the Intern's performance in the classroom and thus be able to reinforce the Field Associate's observations, teaching, and evaluation of the Intern;
9. Interpret the Intern's needs to others in the program;
10. Terminate the Intern's participation in the program at any time based on valid information and judgment with consultation with appropriate personnel regarding the Intern's performance and abilities to meet the criteria established for him;
11. Participate in the final evaluation of the Intern;
12. Submit the Temporary Certification list to the University of Washington/State of Washington Superintendent of Public Instruction offices;
13. Advise the Personnel Department in the District of the Intern's teaching abilities and potential for placement;
14. Write recommendations for Interns when requested.

C. In order to fulfill the responsibilities to the Field Associate the Field Coordinator will:

1. Provide orientation experiences for the Field Associates new to the program;
2. Hold regular meetings with the Field Associates in order to provide on-going communication and development within the program;
3. Interpret University of Washington, District, and Clinic policies as they relate to the program;
4. Assist the Field Associate in observations and evaluation of the Intern;
5. Function as a liaison between the Field Associate and the Intern in order to facilitate problem solving.

D. The Field Coordinator will attend appropriate meetings related to the total program.

E. The Field Coordinator will interpret the program to District personnel.

F. The Field Coordinator will interpret the program to the community.

ATTACHMENT VI

QUESTIONNAIRE

The purpose of this questionnaire is to gather information on the performance of first year teachers. Your help in filling out the information will be used in a study analyzing students trained in several different teacher training programs during the 1973-74 school year.

Name of beginning teacher _____

Number of classroom observations _____

Performance Criteria Rating Scale

1. Outstanding: Far exceeds expectations for a beginning teacher.
2. Excellent: Exceeds expectations for a beginning teacher.
3. Good: Meets expectations for a beginning teacher.
4. Weak: Barely meets expectations for a beginning teacher.
5. Unsatisfactory: Does not meet expectations for a beginning teacher.

	1	2	3	4	5
1. Exhibits Professional Qualifications					
2. Demonstrates Academic Preparation					
3. Exhibits Personal Attributes					
4. Diagnosis Learner Characteristics					
5. Develops Instructional Objectives					
6. Organizes Instruction to Achieve Objectives					
7. Manages Learning Environment					
8. Facilitates Instructional Objectives					
9. Promotes Instructional Interaction					
10. Evaluates Achievement of Objectives					
11. Uses Evaluation Results					

Evaluator _____

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CODE OF ETHICS OF THE EDUCATION PROFESSION
(Approved by the Representative Assembly of the
National Education Association July 5, 1968.)

PREAMBLE

The educator believes in the worth and dignity of man. He recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. He regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his responsibility to practice his profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility he has accepted in choosing a career in education, and engages himself, individually and collectively with other educators, to judge his colleagues, and to be judged by them, in accordance with the provisions of this code.

PRINCIPLE I

Commitment to the Student

The educator measures his success by the progress of each student toward realization of his potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling his obligation to the student, the educator--

1. Shall not without just cause restrain the student from independent action in his pursuit of learning, and shall not without just cause deny the student access to varying points of view.

2. Shall not deliberately suppress or distort subject matter for which he bears responsibility.

3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

4. Shall conduct professional business in such a way that he does not expose the student to unnecessary embarrassement or disparagement.

5. Shall not on the ground of race, color, creed, or national origin exclude any student from participation in or deny him benefits under any program, nor grant any discriminatory consideration or advantage.

6. Shall not use professional relationships with students for private advantage.

7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

8. Shall not tutor for remuneration students assigned to his classes, unless no other qualified teacher is reasonably available.

PRINCIPLE II

Commitment to the Public

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. He shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public.

In fulfilling his obligation to the public, the educator--

1. Shall not misrepresent an institution or organization with which he is affiliated, and shall take adequate precautions to distinguish between his personal and institutional or organizational views.

2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions.

3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.

5. Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III

Commitment to the Profession

The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. He therefore exerts every effort to raise professional standards, to improve his service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, he contributes actively to the support, planning, and programs of professional organizations.

In fulfilling his obligation to the profession, the educator--

1. Shall not discriminate on the ground of race, color, creed, or national origin for membership in professional organizations, nor interfere with the free participation of colleagues in the affairs of their association.

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.

4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes.

5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.

6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

7. Shall not misrepresent his professional qualifications.

8. Shall not knowingly distort evaluations of colleagues.

PRINCIPLE IV

Commitment to Professional Employment Practices

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of his profession by unqualified persons.

In fulfilling his obligation to professional employment practices, the educator--

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

2. Shall apply for a specific position only when it is known to be vacant, and shall refrain from underbidding or commenting adversely about other candidates.

3. Shall not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

4. Shall give prompt notice to the employing agency of any change in availability or service, and the employing agent shall give prompt notice of change in availability or nature of a position.

5. Shall not accept a position when so requested by the appropriate professional organization.

6. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency.

7. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.

8. Shall not delegate assigned tasks to unqualified personnel.

9. Shall permit no commercial exploitation of his professional position.

10. Shall use time granted for the purpose for which it is intended.

G. PROVISIONS FOR PROGRAM QUALITY AND RESOURCES

I. Examples of the kinds of experiences that will be available to staff development personnel, both school and University, to assist them to develop necessary competencies and carry out responsibilities of their roles include the following:

A. Two special seminars organized and conducted only for Field Associates will be offered regularly for University extension credit at no cost to the Field Associate who will receive three credits for each seminar.

The first seminar will be devoted to orientation to the program and to skills of Intern supervision and will be required of all Field Associates who serve the program. This orientation seminar will typically consist of eleven sessions of one and one-half hours each. Typically, one session will be devoted to an overview of the methods and procedures of each subject matter area presented in the Clinic. In addition to an overview, new developments, materials, and strategies for each subject matter area will be introduced and Field Associates will be encouraged to exchange ideas and participate in the various seminar activities. An example of the topic and subtopics of a single session is that of: "Language Arts: An Overview," and "Nonverbal Aspects of the Language Arts Program," and/or "Structures and Strategies for Developing Language and Thought in the Elementary School." In addition to language arts, reading, science, mathematics, social studies, music and art will receive attention in the seminar.

At least four sessions will be devoted to skills in supervising Interns. Typically, the four sessions will consist of the following components:

1. Toward a Concept of Teaching
   Evaluation of Teaching
2. Supervisory Strategies
   Micro Teaching
   Technical Skills
   Supervisory Cycle
3. Video-Taping of Supervisory Cycle
   Workshop on Planning Training Experiences
4. Critique of Video-Tapes

The final session will usually be devoted to "brainstorming" for program improvement. The second Field Associate seminar will deal with critical concerns and highly effective techniques of the Field Associate participants in supervising Interns.

B. In addition to the seminars, the Field Associates will have ready access to the counseling of their Field Coordinator who, in addition to introductory orientation meetings, will hold regularly scheduled meetings with their Field Associates. Each Field Associate's Principal will also be readily available for counseling and aid.

C. The College of Education, University of Washington, offers a wide variety of courses in curriculum and instruction specifically designed to help experienced teachers to improve their teaching. In addition, special workshops are frequently offered in summer sessions to deal with new and unusual aspects of curriculum and instruction. While these courses may or may not ever be tuition free for Field Associates, they do represent a considerable resource which is reasonably available.

D. In addition to University offerings the school districts of the Consortium offer in-service workshops and special summer courses for their teachers. In many cases of seminar or workshop experience district credit is given on the salary schedule.

E. Both University and school district personnel are encouraged to attend and participate in professional conferences, both regional and national and a large proportion of Consortium personnel do.

F. The Teaching Assistants for Clinic Professors will be carefully selected graduate students--usually working on doctoral degrees and experienced teachers. Typically they will become oriented and prepared for the Consortium program through internships in college teaching and serve the Clinic for a two-year period if at all possible.

II. Another important aspect of enabling all concerned personnel in fulfilling their responsibilities for preparing effective teachers is the management system of the program which, along with the communication system, assure the effective integration of skill and knowledge of the many professionals involved in the program.

The management system is presented in Diagram I in this section.

The communication system is presented in Diagram II.

III. Those procedures which ensure that those who supervise candidates' preparation are competent have been, in part, described in previous paragraphs of this section and, in part, in the Section E entitled "Feedback Procedures for Interns and Program."

IV. Examples of the kinds of arrangements that will be made for resources that will be available to staff development personnel and to the Consortium program in general are described below.

Preliminary discussions have been held and some tentative agreements reached in the allocation of resources between the University of Washington and the participating districts in the Northline Consortium. The following areas of concern which have definite implications for allocation of resources are being studied and agreements will be reached for operating the program during the 1974-1975 school year:

A. Remuneration of Field Associates in terms of money and/or credits.

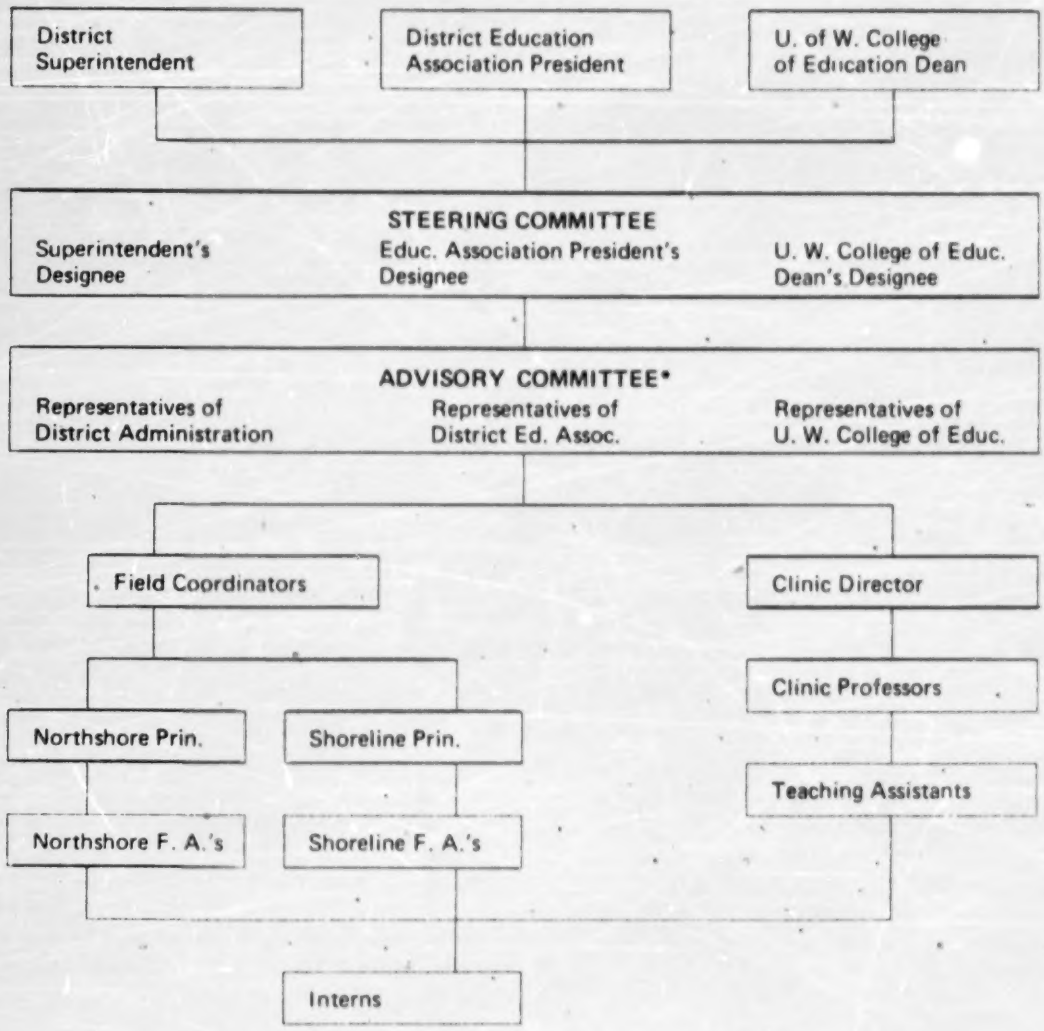
B. The maximum number of Interns to be admitted to the program each quarter.

C. Allocation of space and supplies of instructional materials for the Clinic.

D. Funds designated in district budgets to cover office space, secretarial, and supply needs for Field Coordinators.

DIAGRAM I

Northline Teacher Education Consortium Management System

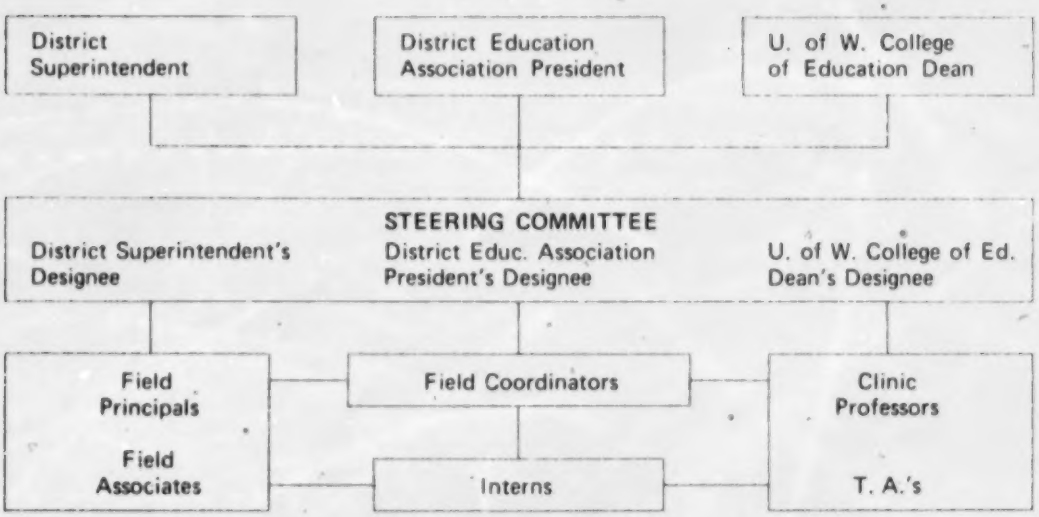


*Advisory Committee includes:

1. District Administration Principal
2. District Association
   - Field Coordinator
   - Field Associate
   - Teps. Representative
3. U. of W. College of Education
   - Clinic Director
   - Clinic Professor
   - Intern
   - Field Coordinator

DIAGRAM II

Northline Teacher Education Consortium Communication System



H. ASSURANCES OF QUALITY OF INTERN'S PREPARATION FOR PROFESSIONAL SERVICE

Program elements which ensure that a candidate will have appropriate breadth and depth of knowledge for his expected role may be classified by the types of post-secondary school experiences each Intern will have. The post-secondary experiences generally required can be divided into academic and professional work which must total a minimum of 180 credits and be so selected as to meet graduation requirements.

ACADEMIC WORK

General Education (breadth)

The general education work consists of a distribution of at least 60 credits earned in courses selected, with approval of an advisor, from a comprehensive list of courses to be found in the University of Washington Bulletin, General Catalog Issue, in the section on Arts and Sciences. No fewer than 20 credits must be selected from courses listed within each of the three large fields of general education--the humanities, the social sciences, and the natural sciences. In meeting distribution requirements the student who will obtain his Bachelor of Arts or Bachelor of Science degree from the College of Education must take no more than 20 credits of the 60 required from any one department. The general education requirements together with some academic electives represent about two years of academic work.

Academic Major (depth)

Each Intern must complete the requirements of an approved major. More than 30 academic major fields have been approved. (See University of Washington Bulletin, General Catalog Issue, section on College of Education.) The requirements for completing a major are determined by the department offering it. In general, the academic major represents one year of academic work.

Students who will receive their Bachelor of Arts or Science degrees from the College of Arts and Sciences will have slightly different distribution and academic major requirements.

PROFESSIONAL WORK

Professional Minor in Education

The Intern in the elementary Consortium program will complete performance requirements in the areas of child growth and development; principles of learning; educational evaluation; intra- and interpersonal relationships; planning for teaching-learning; classroom organization and management; learning resources; issues in education; and the basic concepts, strategies, and materials of language arts, mathematics, reading, social studies and science.

A SUBSTANTIAL PRACTICUM EXPERIENCE

As a part of and integrated with the professional minor will be a substantial amount of practicum work in assigned elementary school classrooms where each Intern will be supervised in varying degrees by a Field Associate, a Field Coordinator and Clinic Professors. The professional minor including and integrated with a substantial practicum experience will represent about one year.

In the Consortium program, which is basically the professional minor and integrated practicum experiences, breadth will be attained in the Clinic which will acquaint the Intern with a variety of strategies, programs and materials used successfully in various parts of the nation.

Depth will be achieved for the Intern through his working daily for an academic year with the particular curriculum, strategies, and materials of an individual school in a single school district.

The Intern will never be led to believe that his preparation is complete and he will be made familiar with considerable resources for future perusal and study. Perhaps as important as anything it is hoped the program will develop in Interns is the ability to be self-directing, inquiring, ever-learning professionals who prize intellectual rigor, creativity, effective, positive human interaction and the dignity and worth of every human individual.

I. CONTINUING CAREER DEVELOPMENT

Although some study has been devoted to a new program of continuing career development, the Northline Consortium is not yet prepared to propose a formal program directed to the implementation of such. For the immediate future it is expected that present arrangements providing for fifth year requirements of the Standard Certificate will continue. These include a number of special University courses offered for in-service and fifth year purposes.

Considerable attention and some pilot programs are being directed to integrating school district practicum workshops and University in-service/fifth year courses with the purpose of exploring possibilities of field/experience oriented and performance based formal programs of continuing career development.

The Northline Consortium, as stated in Section H, will be committed to the development of self-directing, inquiring, ever-learning professionals and it will continue to explore all reasonable avenues to fulfill that commitment.